

USING ELICITATION TECHNIQUE IN TEACHING SPEAKING SKILL

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ABSTRACT

The purpose of this study was to identify: (1) the elicitation techniques in teaching speaking skill used by teachers in Islamic Boarding School of Sultan Hasanuddin in terms of vocabulary and grammar for accuracy and self confidence for fluency as the elements of speaking skill. They are discussion, conversation, oral report, role-play, interview, questions and answers, using a picture or picture story, giving instructions/descriptions/explanations, and retelling story from aural or written stimulus. This research applied qualitative descriptive research method. This research was carried out at senior high school of Islamic Boarding of Sultan Hasanuddin in Gowa Regency. The subject of this study were all English teachers in the school which are only two English teachers and eight students of grade X Social Science as the representation from 35 students who followed the speaking activities in the classroom teaching and learning process. They were all selected by using purposive sampling. The researcher observed the interaction between the teacher and students in the speaking activities process and interviewed them after the activities to identify the elicitation techniques in teaching speaking skill used by the teacher in Islamic Boarding School of Sultan Hasanuddin in Gowa Regency in terms of vocabulary and grammar for accuracy and self confidence for fluency as the elements of speaking skill. The researcher made observations using audio recording devices. Audio recording was used to record the teacher and students' speaking interaction and their interview process after the speaking activities. Based on the result, the elicitation techniques in teaching speaking skill used by the teacher were conversation, questions and answers, interview, and giving explanations, but teachers mostly used questions and answers for low and medium students and conversation, interview, and giving explanation were used when the teachers considered that questions and answers technique was too easy for higher students in the speaking activities. It was based on the purpose of using the elicitation techniques in teaching speaking skill not only to see how accurately students use appropriate vocabulary and grammar in the speaking activities in the classroom teaching and learning process but also how fluently students express their thought, opinion, and information in terms of their daily routines, facts and ongoing activity based in School Environment Islamic Boarding School of Sultan Hasanuddin in Gowa regency South Sulawesi.

Keywords: *Elicitation Techniques, Teaching, Speaking Skill*

INTRODUCTION

Teaching speaking is a very important as the part of second language learning. The ability to communicate in a second language clearly and efficiently gives a contribution to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. Moreover, using various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

For teaching speaking, individual or group activities can be used. Individual activities include oral report, using a picture or picture story, giving instructions/descriptions/explanations, retelling story from aural or written stimulus, which are usually transactional. On the other hand, group activities involve discussion, conversation, role-play, interview, questions and answers which are interactional (Widiati & Cahyono, 2006). These activities are called elicitation techniques in teaching speaking skill.

Elicitation techniques is any of a number of data collection techniques used in language teaching and learning process or other fields to gather knowledge or information from people. Therefore, teaching speaking should be taught in attractive and communicative ways. There are many types of classroom speaking activities. As Harmer (2001) states there are nine classroom speaking activities. They are discussion, conversation, oral report, role-play, interview, questions and answers, using a picture or picture story, giving instructions/descriptions/explanations, retelling story from aural or written stimulus.

As the matter a fact that communicative competence is the goal of a language classroom instruction needs to point towards all its components: organizational, pragmatic, strategic, and psychomotor. Communicative goals are best achieved by giving due attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need to apply classroom learning to previously unrehearsed contexts in the real world (Brown, 2001).

Due to the significance of teaching speaking skill by using elicitation techniques, it is important to investigate the using of elicitation technique in teaching speaking skill. However, the study about the using of elicitation technique in teaching speaking skill, especially by Indonesian EFL teachers for the EFL students, is still undeveloped, whereas exploring the using of elicitation technique in teaching speaking skill in terms of accuracy and fluency in different context could show different and various findings. Therefore, the researcher was interested to examine the using of elicitation technique in teaching speaking skill in terms of accuracy and fluency at tenth grade students of Islamic Senior High school of Sultan Hasanuddin in Gowa Regency. It focuses on the using of elicitation technique in teaching speaking skill in terms of accuracy by the students conducted their research proposal or research; and fluency.

RELATED LITERATURE

1. Definitions of Teaching Speaking as a Foreign English Language

It is clearly that the goal of teaching speaking skills is communicative efficiency. To help students develop communicative efficiency in speaking, researcher can use a communicative output. Many researchers have reported that the elicitation techniques in teaching speaking skill in the EFL classroom context for second language learning. Some of the researcher's findings as follow.

Attapol (2010) conducted a research entitled "Teaching English Speaking and English Speaking Test in the Thai Context: A Reflection from Thai Perspective". This research aimed to successfully assess how language learners enhance their performance and achieve language learning goals, the four macro skills of listening, speaking reading and writing are usually the most frequently assessed and focused areas. However, speaking, as a productive skill, seems intuitively the most important of all the four language skills because it can distinctly show the correctness and language errors that a language learner makes. Since English speaking tests, in general, aim to evaluate how the learners express their improvement and success in pronunciation and communication, several aspects, especially speaking test formats and pronunciation need to be considered. To enhance Thai learners' English performance and the quality of the speaking tests, this paper has three principal objectives. First, this paper presents English language teaching, as well as teaching English speaking in the Thai context. Then, it highlights the significance of the test format as it is the main tool and indicator for scoring performance and analytic rating methods. Lastly, the paper addresses major problems found in the speaking tests to elucidate certain facts about learners' speaking ability and English instruction in the Thai context. Some pedagogical implications of the study are discussed for learning and teaching speaking to second or foreign language learners.

Ratna Sari Dewi (2017) conducted research entitled "Using Communicative Game in Improving Students' Speaking Skill". This research aimed to know whether communicative games have an impact on teaching speaking skill and describe how communicative games give an influence on speaking skills of students at junior high schools in Jakarta, Indonesia. Classroom Action Research (CAR) was implemented based on Kurt. L model. The procedures used were planning, acting, observing, and reflecting. It was done into two cycles in each cycle consisted of three meetings. The researcher used collaborative action research with some of the English teachers. In collecting the data, the instruments were interview, observation, questionnaire and test. The test only given to students. The rest of the instruments administered for both teachers and students. The result of the study showed the mean score's pretest reached of 60.42 to 69.02 and post test's score reached up to 78.77. It is important to describe that there is a significant improvement of 13.9% to 41.7% in post test 1 and 83.33% in post test 2. Therefore, the criteria of success had been determined. It is crucial to note that communicative games have contributed a positive impact on teaching learning process. This also implies the communicative games expected to enhance students' enthusiasm and motivation. Clearly, It gives positive improvement on students' active participation, confidence and their fluency in speaking skill. In short it can be described that the strategy of teaching and learning creates good, enjoyable circumstances and reduces the boredom and stress of learning process.

In a study conducted by Oradee (2012), three communicative activities were used to develop speaking skills: discussion, problem-solving, and role playing. The participants of the study were 49 grade-11 students from Thailand. The study consisted of applying eight lesson plans with three different communicative activities to the participants. The results of this study led to the conclusion that the students' English speaking abilities, after using the three communicative activities, were significantly improved.

Urrutia and Vega (2010) developed an action research study about the influence of games on the improvement of students' oral production. The participants involved were tenth grade students of a public school located in Colombia. To develop the project, video recordings, teachers' journals and students' questionnaires were applied by the researchers. The results showed that students felt better, freer and more confident when performing games in small groups. Also, collaboration, solidarity and interaction among students were particularly seen during these activities.

Study by Widiati and Cahyono (2006) reviews the teaching of EFL speaking in an Indonesian context within the broader perspective of ESL/EFL language teaching methodology. Aspects such as problems in the teaching of EFL speaking, activities commonly performed, materials usually used in EFL speaking classes, and assessment of oral English proficiency are discussed. The results show that the problems that Indonesian EFL learners face in developing their speaking performance relate not only to their linguistic and personality factors, but also to the types of classroom tasks provided by the teachers. Additionally, not all of the classroom activities have been designed so as to trigger more spontaneous expressions by students. As for the materials for speaking, they can be prepared either by the students based on specific tasks assigned by the teacher or provided by the teacher alone.

Based on the previous related studies above, it is clearly revealed that elicitation techniques play an important role in teaching speaking skill in the EFL classroom context for second language learning but it is still underdeveloped. Therefore, is important to conduct a research on the elicitation techniques in teaching speaking skill used by teachers in Islamic Boarding School of Sultan Hasanuddin in Gowa Regency.

2. Elicitation techniques in teaching speaking activities

Elicitation techniques is any of a number of data collection techniques used in language teaching and learning process or other fields to gather knowledge or information from people. Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001) states there are nine classroom speaking activities. They are discussion, conversation, oral report, role-play, interview, questions and answers, using a picture or picture story, giving instructions/descriptions/explanations, retelling story from aural or written stimulus. Based on the findings only four of them were used they are conversation, interview, questions and answers, giving explanations.

1) Conversation

This is the most natural test, two people having a conversation on a topic of common interest. It is also the hardest to make happen in the framework of a language teaching speaking. Tomei (1998) says that one difficulty in teaching speaking conversation ability, especially at

higher levels, is deciding what information students should be responsible for. Even with a common subject, such as vacations, we cannot assume that all students will be able to talk about their vacations simply because they all have had vacations.

2) Interview

The most common of all oral activities is the interview. It is a direct face-to-face exchange between learner and interviewer. It follows a pre-determined structure, but still allows both people a degree of freedom to say what they genuinely think.

3) Questions and answers

Jabu (2001) states that this typically consists of a series of disconnected questions, which are graded, in order of increasing difficulty, starting with short simple questions and working up to long and complex sentences.

4) Giving explanations

The learner describes, at some length, a well-known object, a system, or an everyday procedure.

RESEARCH METHOD

This study applied a descriptive qualitative method to describe and analyze the use of elicitation techniques in teaching speaking skill in terms of accuracy which covers vocabulary and grammar and fluency which covers self confidence used by teachers in Islamic Boarding School of Sultan Hasanuddin in Gowa Regency for tenth grade students. The analyzed data was taken in form of teachers and students' interaction in speaking activities.

The participants of this research are two English teachers and 8 students as the representation from grade X of Islamic Boarding School of Sultan Hasanuddin; and are willing to be recorded. In obtaining the data, the researcher used audio to record the actual interactions in speaking activities and participants' interview from February 5th, 2017 until April 6th, 2017. The researcher also used an interview guide as an instrument for getting additional information regarding the use of elicitation techniques in teaching speaking skill.

Overall, there were ten recordings taken for this study which include two recordings of teachers and students' interaction in the speaking activity and eight recordings of participants' interview. The analyzed data based on Miles & Huberman's theory (1994), states that the data was collected then analyzed. The analysis consists of three steps of activities: data reduction, data display, and conclusion and verification. Initially, after the data was collected by observation, recording, and interview procedure, the data was analyzed. In process of data analysis, the researcher transcribed the data from audio recording into written transcript.

FINDINGS AND DISCUSSION

Findings in this research focus on the use of elicitation techniques in teaching speaking skill in terms of accuracy and fluency at tenth grade students of Islamic Boarding School of Sultan Hasanuddin in Gowa Regency.

1. Findings

The findings of the research which was done in Islamic Boarding School of Sultan Hasanuddin in Gowa Regency shows that the teachers did elicitation techniques in teaching speaking skill which aimed to measure the level of the students' mastery on the materials that they have learned in the classroom teaching and learning process. The teachers mostly used questions and answers in teaching speaking in terms of to see how much students' mastery level of grammar concept or to check how much students have learned about students' language use through speaking activities. Teachers gave amount of questions to students was about seven questions which was shown on the questions made by the teachers themselves based on the materials that students have learned in classroom teaching and learning process.

A. Elicitation techniques in teaching speaking skill used by teachers to students

a. Conversation

Extract 1

E : Tell me about your **routines** in your school!
[Ceritakan kepada saya tentang rutinitas kamu di sekolah]
S : In the night we usually have dinner after Maghreb prayer. We usually study in the dormitory for tomorrow lesson and we do English speech training or discuss about update topic in English twice a week Friday and Sunday night after Isya prayer.
[Di malam hari kami biasanya makan malam setelah shalat Magrib, kami biasanya belajar untuk pelajaran pada keesokan harinya dan kami berlatih pidato bahasa Inggris atau berdiskusi tentang topic terbaru dengan berbahasa Inggris yang dilaksanakan setelah shalat isya)
(This recording was taken on Monday, 5th June 2017, at 11.00 a.m.)

Based on the extract 1, the conversation was about the student's routines in the school. The teachers elicited the conversation by saying, "Tell me about your routines in your school!. [Ceritakan kepada saya tentang rutinitas kamu di sekolah]". And the student responded by saying, "In the night we usually have dinner after Maghreb prayer. We usually study in the dormitory for tomorrow lesson and we do English speech training or discuss about update topic in English twice a week that is Friday and Sunday night after Isya prayer. [Di malam hari kami biasanya makan malam setelah shalat Magrib, kami biasanya belajar untuk pelajaran pada keesokan harinya dan kami berlatih pidato bahasa Inggris atau berdiskusi tentang topic terbaru dengan berbahasa Inggris yang dilaksanakan setelah shalat isya)". Based on the extract 1 above, the teachers created this conversation in order to know the student's language use skill on how to use simple present to talk about daily routines by asking the student to tell his routines in the school.

b. Interview

Extract 2

E : What do you **usually do** before going to school in the morning!
[Apa yang biasa kamu lakukan sebelum pergi ke kelas di pagi hari!]
S : I take a bath at 5.30 a.m., eat breakfast at 6 o'clock, get dress at 6.30 a.m., and then go to class at 7 o'clock
[saya mandi pada pukul 5.30, sarapan pagi pada pukul 6.00, berpakaian pada pukul 6.30 kemudian pergi ke sekolah pada pukul 7.00 pagi]
(This recording was taken on Monday, 5th June 2017, at 11.00 a.m.)

Based on the extract 2, the teachers interviewed the student face to face to know how far the student's understanding about the usage of present simple to talk about daily activity by asking, "What do you usually do before going to school in the morning!. [Apa yang biasa kamu lakukan sebelum pergi ke kelas di pagi hari!]". And the student answered by saying, "I usually take a bath at 5.30 a.m., eat breakfast at 6 o'clock, get dress at 6.30 a.m. and then go to class at 7 o'clock. [saya mandi pada pukul 5.30, sarapan pada pukul 6.00, berpakaian pada pukul 6.30 kemudian pergi ke kelas pada pukul 7.00 pagi]"

c. Giving explanations

E: when we add s or es in the V1 of simple present!
[kapan kita menambahkan s/es pada V1 dalam kalimat simple present]
S: example: she **goes** to school everyday and he **runs** to class. We give *es* in *goes* because ends with vocal O and we give *s* in *runs* because it ends with consonant. But we only add s/es when the subjects are he, she or it. [contohnya: dia pergi ke sekolah setiap hari dan dia berlari ke kelas. Kita memberikan tambahan "es" pada kata *goes* karena katanya berakhiran huruf vocal O, dan kita menambahkan "s" pada kata *runs* karena katanya berakhiran dengan huruf konsonan]. Tetapi kita hanya menambahkan s/es pada kata kerja bentuk pertama ketika subjeknya adalah he, she atau it].
(This recording was taken on Monday, 5th June 2017, at 11.00 a.m.)

From the extract 3 above indicates that, the student could give the explanation about the rule of adding **s or es in the base form of present simple** when the subjects are one of he, she, or it was based on the student's answer, "she goes to school everyday and he runs to class. We give *es* in *goes* because it ends with vocal O and we give *s* in *runs* because it ends with consonant. But we only add s/es when the subjects are he, she or it. [contohnya: dia pergi ke sekolah setiap hari dan dia berlari ke kelas. Kita memberikan tambahan "es" pada kata *goes* karena katanya berakhiran huruf vocal O, dan kita menambahkan "s" pada kata *runs* karena katanya berakhiran dengan huruf konsonan]. Tetapi kita hanya menambahkan s/es pada kata kerja bentuk pertama ketika subjeknya adalah he, she atau it]". it was based on the question, "when we add s or es in the V1 of simple present!. [kapan kita menambahkan s/es pada V1 dalam kalimat simple present]". It means that the student could give the correct explanation to the question

- d. Questions and answers
1) Grammar definition

Extract 4

E: What is grammar?
[*Apa defenisi grammar?*]
S: Grammar is the rule for forming word and sentence.
[*grammar adalah pembentukan struktur kata dan kalimat*]
(This recording was taken on Monday, 5th June 2017, at 11.00 a.m.)

Based on the extract 4, the teachers used question and answer as the elicitation technique in teaching speaking activities to know the student's understanding about the definition of grammar as they studied in the first meeting by asking, "what is grammar?. [*Apa defenisi grammar?*]". And the student answered by saying, "Grammar is the rule for forming word and sentence. *grammar adalah pembentukan struktur kata dan kalimat*]"

- B. Speaking accuracy and fluency
a. Accuracy
1) Vocabulary

It is impossible to speak without mastering vocabulary. Therefore this element is somewhat essentials to learn before practicing speaking in terms of active vocabulary: the words are customarily used in speaking.

Extract 15

E : What are the students **doing** in the classroom now?
[*apakah yang sedang siswa lakukan di kelas sekarang?*]
S : They are studying, discussing, and writing the materials for today's lesson in the classroom now
[*mereka sedang belajar, berdiskusi, dan menulis catatan pelajaran hari ini di kelas sekarang*]
(This recording was taken on Monday, 5th June 2017, at 11.00 a.m.)

In the extract 15, it can be seen that students were able to use the proper vocabulary which are commonly used in speaking to talk about ongoing activities by teachers asking What are the students doing in the classroom now? [*apakah yang sedang siswa lakukan di kelas sekarang?*] and student answered by saying They are studying, discussing, and writing the materials for today's lesson in the classroom now [*mereka sedang belajar, berdiskusi, dan menulis catatan pelajaran hari ini di kelas sekarang*]. So, in this case student could use the proper vocabulary to refer something based on the context.

- 2) Grammar

Structural grammar concerned with how words go into phrases structure, which shows how some words go together in the sentences

- a) To be auxiliary

Extract 18

E: what is auxiliary verb?
[*apa defenisi kata bantu kata kerja?*]
S: auxiliary verbs are to be and modal. To be are am, is, are, was, were, being, and been. Modal are can, could, shall, should, have/has to, must, may, and might
[*kata kerja bantu yaitu to be dan modal. To be yaitu am, is, are, was, were, being, and been. Modal yaitu can, could, shall, should, have/has to, must, may, and might*]
(This recording was taken on Monday, 5th June 2017, at 11.00 a.m.)

In the extract 18 above, the teachers used question and answer as the elicitation technique in teaching speaking activities **to know** the student's structural grammar mastery on **auxiliary verb** by asking, "what is auxiliary verb?. [*apa defenisi kata bantu kata kerja?*]". And the student could give the right answer by saying, "auxiliary verbs are to be and modal. To be are am, is, are, was, were, being, and been. **Modal** are can, could, shall, should, have/has to, must, may, and might. [*kata kerja bantu yaitu to be dan modal. To be yaitu am, is, are, was, were, being, and been. Modal yaitu can, could, shall, should, have/has to, must, may, and might*]". It means the student mastered the material of auxiliary verbs that have been learning in the class.

b. Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that that they make in grammar, pronunciation and vocabulary.

Extract 28

Student D

Rec. 12

E : Apakah kamu melakukan kegiatan keterampilan berbicara yang diajarkan oleh guru di kelas dengan mudah atau sulit?!

[did you do the speaking activity taught by teachers in the classroom easily or difficult!]

S : Alhamdulillah saya bisa melakukan kegiatan tersebut dengan mudah karena hanya menceritakan kegiatan sehari-hari di pondok sehingga saya menceritakannya dengan lancar.

[Alhamdulillah I can do the speaking activity in the class easily because teacher only ask me to tell my routines or daily activity in Islamic Boarding School fluently]

(This recording was taken on Monday, 5th June 2017, at 11.00 a.m.)

Based on the interview result in extract 28, it indicates that student can communicate his daily activity in Islamic Boarding School fluently simply because it's always done by students even not in the proper grammar usage. As in student's answer [Alhamdulillah saya bisa melakukan kegiatan tersebut dengan mudah karena hanya menceritakan kegiatan sehari-hari di pondok sehingga saya menceritakannya dengan lancer]. [Alhamdulillah I can do the speaking activity in the class easily because teacher only ask me to tell my routines or daily activity in Islamic Boarding School fluently]. From the question [Apakah kamu melakukan kegiatan keterampilan berbicara yang diajarkan oleh guru di kelas dengan mudah atau sulit?!]. [*did you do the speaking activity taught by teachers in the classroom easily or difficult!*]. it seems the student do the speaking activity easily because the topic to talk about related to student's real life environment or daily activity.

2. Discussion

The discussion of this research deals with the interpretation of the findings derived from transcription of audio recording and interview. The researcher found that there were four types of elicitation techniques used by the teachers in teaching speaking skill they were conversation, interview, giving explanations, and question and answers as the most dominant elicitation

techniques used by teachers in teaching speaking skill to see how much students' have learned the materials in terms of language usage and language use.

A. Elicitation techniques in teaching speaking skill used by teachers

Elicitation techniques is any of a number of data collection techniques used in language teaching and learning process or other fields to gather knowledge or information from people. There are many types of classroom speaking activities. It is related to Harmer (2001) states there are nine classroom speaking activities. They are discussion, conversation, oral report, role-play, interview, questions and answers, using a picture or picture story, giving instructions/descriptions/explanations, retelling story from aural or written stimulus. These elicitation techniques encourage learners to speak by giving them something to speak about as briefly described below:

1. Conversation

Conversation is the most natural activity, two people having a conversation on a topic of common interest. In this case, between the teachers and the student in the teaching speaking skill activities. it is also the hardest to make it happen in the conceptual framework of elicitation techniques in teaching speaking skill. For example conversation as in Tomei (1998) points out that one difficulty in conversation ability, especially at higher levels, is deciding what information students should be responsible for. Even with a common subject, such as vacations, we cannot assume that all students will be able to talk about their vacations simply because they all have had vacations.

The primary concern of the speaking activity was to find out what the learners could do, rather than what they knew. As a result, the speaking activity was to see mainly the fluency aspects of conversation (or the skills of making meaningful conversation), as well as the accuracy aspects (such as vocabulary and grammatical correctness) that are also considered an important part of conversation. In addition, McNamara, (1996) states that speaking performance as define as actual instances of producing oral language in real time. Thus, speaking activity gave primary attention to fluency aspects of conversation, and secondary concern to accuracy aspects of conversation.

In this case the teachers used this type of elicitation technique in teaching speaking activities when they considered the questions and answers type of elicitation technique for the students was too easy for them. Therefore, teachers decided to use conversation elicitation technique in teaching speaking skill to challenge the higher students.

2. Interview

Chaney (2006) states that students can conduct interview on selected topics with various people. It is a good idea that the teacher provides interview guide to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions at first. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

In this case the teachers used this type of elicitation technique when they considered the questions and answers type was too easy for the higher students' level. Therefore, they decided not to use interview to challenge the students by increasing the level of difficulty of activity compare to other students only using questions and answers to see language usage checking understanding rather than the language use in real life communication.

3. Questions and answers

Jabu (2001) states that this typically consists of a series of disconnected questions, which are graded, in order of increasing difficulty, starting with short simple questions and working up to long and complex sentences.

The teachers mostly used questions and answers in teaching speaking activity in terms of to see how much students' mastery level of grammar concept or to check how much students have learned about students' language usage through speaking activities rather than to see students' language use in real life communication.

4. Giving explanation

Jabu (2008) states that the learner describes, at some length, a well-known object, a system, or an everyday procedure

The teachers giving explanation in teaching speaking activity in terms of to see how much students' mastery level of grammar concept or to check how much students have learned about students' language usage through speaking activities rather than to see students' language use in real life communication as another alternative technique for the higher students.

Instead of just students answering questions from the teachers. As in abstract 3 instead of using a question teachers prefer asking students to explain the rule of adding s/es in V1 when the subject is one of he, she, or it in simple present tense to talk about routines or facts.

So, giving explanation is one of the good elicitation technique used by teachers to the higher students in order to create challenging for them in terms of to see students' understanding of explain the rule of adding s/es in V1 when the subject is one of he, she, or it in simple present tense to talk about routines or facts.

B. Elements of Speaking; accuracy and fluency

Speaking covers two elements that can not be separated one another they are accuracy which consists of, vocabulary, grammar, and fluency which consists of self confidence.

1. Accuracy

In terms of using elicitation technique in teaching speaking skill. The teachers want to see how well or accurate students do the speaking activities in using appropriate not inhibit word and pattern of sentences. It is related to Manser, (2010) states that accuracy is a people in using appropriate not inhibit word and pattern of sentences. It is also similar to Webster Dictionary (1996) accuracy is the quality of being accurate, while in Oxford Dictionary (1991) accuracy is degree of being correct. The components of accuracy are divided into:

2. Vocabulary

Concerning the importance of using appropriate vocabulary in expressing one thought. Therefore, it is essential to learn before practicing speaking. The students sometimes get trouble in memorizing all vocabulary that they have known because they lack of practicing and used them. They need to practice more to keep them in mind. Based on the findings through the speaking activity students can use appropriate vocabulary to talk about certain topic such as in extract 1 student was able to use accurate vocabulary when telling about his daily activity in Islamic Boarding School of Sultan Hasanuddin in Gowa Regency.

Based on in extract 1 student can use a common vocabulary that is easily understood by other students and teachers as in Hammer vocabulary classification type 1 active vocabulary: the words are customarily used in speaking. It is related to Harmer (2011) classifies vocabulary into three types, they are:

- 1) Active vocabulary: the words are customarily used in speaking.
- 2) Reserve vocabulary: the words we know but we rarely used them in ordinary speech. We use them in writing letters and in searching for synonyms.
- 3) Passive vocabulary: the words we recognize vaguely, but we are not sure of the meaning, never use them in either speech or writing. We just know them because we have seen it before.

3. Grammar

Based on the findings students were able to use the correct grammar or tense to explain about grammar rules itself and to talk about facts and routines using simple present form, ongoing activity using present continuous form and explaining other rules of grammar students used correct form of words and sentences patterns.

It is related in Oxford advanced Learner's Dictionary 7th Edition (2001), grammar is the rule in a language for changing the form of words and joining them into the sentences. Grammar is important to know and understand in speaking to make a good communication

it is also similar to grammar types 3 in Cook (1991) defines these types of grammar as in the following:

- 1) Perspective grammar that prescribes what people should say. It is the rules found in school-books; say the warnings against final preposition in sentences.
- 2) Traditional grammar concern with labeling sentences with part of speech. Analyzing sentences mean labeling the part their names and giving rules that explain verbally how they may be concerned.
- 3) Structural grammar concerned with how words go into phrases structure, which shows how some words go together in the sentences.
- 4) Grammar as knowledge, it refers to the native speakers' knowledge of language.

4. Fluency

Based on the finding, students were very confidently able to do each speaking activities not only being accurate in using appropriate words and grammar in talking or explaining something in the speaking activities but also they enjoy it simply because it was related to materials that students have learned in the classroom teaching and learning process in terms of the grammar concept and students' reality or routines.

It is similar to Sun's statement (2001) he states that self confidence is feeling sure that about one's ability as he states of feeling sure when people or students are able to think well. It is clear

that is confidence is the ways we feel about what we are going to and also our perception how effectively we deal with other.

CONCLUSION AND SUGGESTION

The findings of this study suggest that Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. Using various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them

There were four types of elicitation techniques used by the teachers in teaching speaking skill they were conversation, interview, giving explanations, and question and answers as the most dominant elicitation techniques used by teachers in teaching speaking skill to see how much students' have learned the materials in terms of language usage and language use.

The teacher used the four elicitation techniques in teaching speaking skill in order not only to see how accurately students use appropriate vocabulary and grammar in the speaking activities in the classroom teaching and learning process but also how fluently students express their thought, opinion, and information in terms of their daily routines, facts and ongoing activity based in school environment Islamic Boarding School of Sultan Hasanuddin in Gowa regency.

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